DOCUMENT RESUME

ED 084 269 TM 003 277

AUTHOR	Milne, Bruce G.; Kosters, Henry G.
TITLE	The First Step is AWARENESS (An Assessment of Educational Needs in the Affective Domain in South Dakota).
INSTITUTION	South Dakota State Dept. of Public Instruction, Pierre.
NOTE	50p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Affective Behavior; Children; *Educational Needs; *Guides; *Needs; *State Surveys; Youth

ABSTRACT

A booklet designed to bring awareness to the affective domain of instruction is presented. It is divided into three major sections. The first section presents the concerns of the affective domain as they apply to children and youth. The second summarizes the findings of the Needs Assessment in the Affective Domain in South Dakota which was conducted early in 1970. The third section is a graphic illustration of the critical needs in the state and some ideas for meeting these needs. (CK)

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—A SUMMARY OF A STUDY OF EDUCATION IN SOUTH DAKOTA—

South Dakota

published through the

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Office of Information

Department of Public Instruction
Pierre, S.Dak. 57501

Dr. Gordon A. Diedtrich
State Superintendent

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Information Specialist

ED 084269

TM 003 227

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(An Assessment of Educational Needs in the Affective Domain in South Dakota

by

Dr. Bruce G. Milne
Assistant Professor
Secondary Education
University of South Dakota

and

Dr. Henry G. Kosters
Associate Superintendent
Department of Public Instruction

Illustrated by

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Graduate Student
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Acknowledgments

The South Dakota State Department of Public Instruction wishes to acknowledge the many individuals who made major contributions to this study.

Dr. Bruce G. Milne, Assessment Director, developed and designed the survey instrument with the special assistance of Dr. J. Francis Rummel, Dean of the School of Education, University of Montana, and Dr. Thomas E. Moriarty, Dean of the School of Education, University of South Dakota.

Dr. Leo M. Harvill, Department of Educational Psychology and Guidance, and Dr. Fred J. Petersen, Chairman of Secondary Education, both from the University of South Dakota, acted as consultants on statistics and technical writing.

Dr. Henry Kosters, Department of Public Instruction, Mr. Clifford Jansen, Director, and Mr. Clinton Berndt, Consultant for the ESEA Title III were instrumental in mobilizing the Ti offices throughout the state in completing the sur

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Superintendent
Department of Public Instruction

Dr. Thomas E. Moriarty
Dean, School of Education
University of South Dakota

Foreword

Progress in any field of endeavor requires teamwork and the utilization of all of the available resources. This publication is the result of the combined efforts of the University of South Dakota and the State Department of Public Instruction. The staff, facilities, and equipment of the University of South Dakota and the Department of Public Instruction have contributed to the success of this endeavor. This study is just one example among many of the cooperation and utilization of available human, technological and financial resources.

Excellence in education is not an accident. It comes about through the concentrated efforts and dedication of laymen and educators. This document shows the way to deeper understandings of and new approaches to some of the problems which have been with us for a long time.

South Dakota people -- educators, laymen and school children participated. Adults were asked to identify values and attitudes which they wished to have transmitted to our children. Adults were then asked to determine the degree to which the schools were transmitting these values to our children. The difference between these two points determined the degree of educational need. Children were asked to respond to the same values, a degree of transmission of these values and attitudes.

The accomplishments of the schools of So important and we can learn a great deal by study and weaknesses of past and present programs. W obligation to explore new approaches to determin have promise for making our educational instit schools possible.

Our children will be the local, state and natio years ahead. To properly discharge our responsibili of South Dakota, we must provide the children an tools, including a sound set of values and attitude forge a brighter future for our country and its citize

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The accomplishments of the schools of South Dakota are important and we can learn a great deal by studying the strengths and weaknesses of past and present programs. We also have an obligation to explore new approaches to determine which of them have promise for making our educational institutions the finest schools possible.

Our children will be the local, state and national leaders in the years ahead. To properly discharge our responsibility to the citizens of South Dakota, we must provide the children and youth with the tools, including a sound set of values and attitudes, to continue to forge a brighter future for our country and its citizens.

The findings of this study have many implications for the future of education in South Dakota and the Nation. The values and attitudes of our future leaders are of great concern to every citizen. We are proud to have participated in this venture. Now you have the responsibility to review the findings and select those areas which can improve the educational environment in your community.

INTRODUCTION

The purpose of this booklet, in keeping with its title, is to bring awareness to the vital area of instruction known as the affective domain. The booklet has three major sections which are designed to achieve this purpose.

The *first* section presents the concerns of the affective domain as they apply to children and youth. This presentation is not intended to be exhaustive of the concerns, rather the purpose is to give an overview of the many facets to this crucial educational domain.

The *second* section summarizes briefly the findings of the *Needs Assessment* in the Affective Domain in South Dakota which was conducted early in 1970. This information was collected in a survey for ESEA Title III and the State Department in order to determine what attitudes and values were held regarding some of the many social and curricular issues in our state and nation.

Finally, the *third* section is a graphic illustration of the critical needs in South Dakota and some suggestions on how we, as educators, can attack the problem of meeting the assessed needs. As is suggested throughout the text, our first step would be to bring about awareness of the issues and concerns--commitment to answering the needs must follow.

What is being happy?

HAPPINESS IS AN INNER JOY
[illegible]ment, delight, enjoyment, bliss, and pl[illegible]
[illegible] outer display their happiness by smilin[illegible]
sometimes happiness is best expressed by a c[illegible]
beaming.

HAPPINESS IS AN AFFECTIVE QU[illegible]
[illegible]describe in both moral terms, which results [illegible]
possession of [illegible] one considers to be good. O[illegible]
[illegible]fields, in a crowd or while being alone. "HA[illegible]
things to [illegible] people--that's what happiness

HAPPINESS IS AN INNER JOY which comes from contentment, delight, enjoyment, bliss, and pleasure. Most children [illegible] display their happiness by smiling and laughing, but sometimes happiness is best expressed by a contented look or just beaming.

HAPPINESS IS AN AFFECTIVE QUALITY, difficult to describe in behavioral terms, which results from the gaining or possession of what one considers to be good. One can be happy with friends, in a crowd, or while being alone. "HAPPINESS is different things to different people--that's what happiness is!"

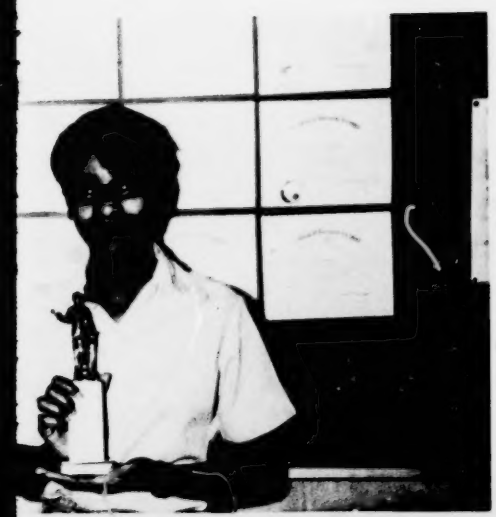
Loneliness is a hurt that you can't rub, scratch, or bandage. It is an affective quality that comes from feeling alone, depressed, or isolated. A person can feel lonely in a crowded classroom because he lacks friends, companionship, sympathy (or a feeling of belonging).

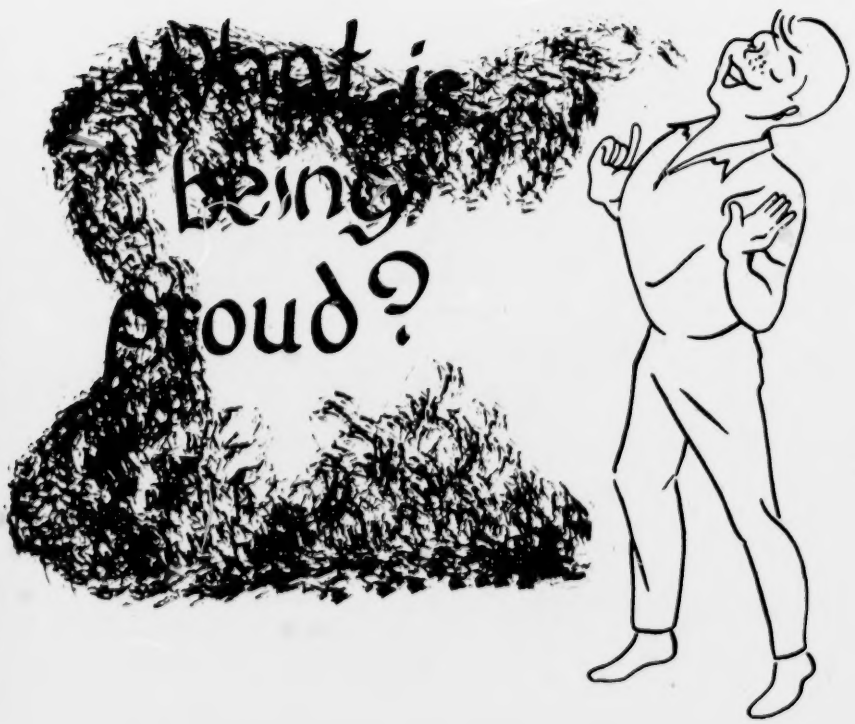
Loneliness can be seen in the person who avoids other people and who stands apart from interaction. It is symbolic of his inner feeling--that of being on the outside. To be alone and lonely is the cause of many people seeking drugs, narcotics, and alcoholic drink. Loneliness hurts very deeply.

What is being proud?

Pride is an affective quality that one gains of a desired goal. Pride ranges from the mere for having done his task well to the expressi reflection on one's triumph over the difficult.

Pride can be in oneself or in others. A pe his friends, his state, and his nation. Pride achievement and the achievements of other credit is given for success. A person can feel it school can feel it, and a country can feel succeed--to feel good about your efforts or acc





Pride is an affective quality that one gains after the achievement of a desired goal. Pride ranges from the mere contentment one feels for having done his task well to the expressive smile of conscious reflection on one's triumph over the difficult.

Pride can be in oneself or in others. A person can be proud of his friends, his state, and his nation. Pride is felt in one's own achievement and the achievements of others. Pride comes when credit is given for success. A person can feel it, a family can feel it, a school can feel it, and a country can feel it. To be proud is to succeed--to feel good about your efforts or accomplishments.

Let's see now, there's mother love and puppy love and quiet love and passionate love--yes, love is a many splendoured thing!

Sometimes the abstract quality of love means a warm attachment one person feels for another. In young persons as well as adults this fondness can grow into an intense, affectionate regard for that person--even sexual desire.

Love can also be a devotion which can best be expressed in loyalty and service. It can be spiritual or patriotic. It comes from a deep desire to belong to a cause.

Love also is a strong liking or preference for something--even a school subject or an activity.

Every person should be capable of giving and receiving love.

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sad

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A sensitive student can become melanch
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Sadness can arise instantly in the lives of

What is being sad?

When a student experiences a depressing event, his spirit can be temporarily broken. His gloomy, mournful appearance shows him to be the exact opposite of the image of happiness. From a mild form of dampened spirits to an appearance of utter grief, sadness is a genuine internalized emotion.

A sensitive student can become melancholy or downcast as he sees or feels that his hopes and dreams are being shattered. He may feel inadequate to perform the tasks of rebuilding the sand castles which make his whole existence seem desolate. Goal planning for him needs to have provisions for redirection. Fortunately, most youths quickly find this redirection and sadness is transitory.

Sadness can arise instantly in the lives of all people.

What is being upset?

One of the most threatening of the affective characteristics is that emotion called "being upset." It ranges from a disquieting that grows at the pit of your stomach to violent outburst. Just what causes this emotional upset is often vague, even in the mind of the individual, but usually it is caused by some confusing or disturbing thing which disrupts the normal routine. A student can experience being upset after a feeling of defeat or rejection. At first he may simply be disquieted, but like a cancerous growth if allowed to go unchecked, it can become a serious disturbance which may result in observable behavior. This behavior is neither healthy nor conducive to good work.

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To appreciate is really to be fully aware of the value or importance of a thing. When one appreciates nature, for instance, you become aware of more than its bountiful products, it usefulness to mankind, and its infinite variety. Appreciation would also include an awareness of its colorful beauty and its extreme harshness. This reaches an aesthetic or affective dimension whereby a person feels or becomes sensitive to the qualities of the thing.

To appreciate life itself, one's family, one's country, or just people in general, means to hold as important that which one perceives. Appreciation ranges from a simple awareness to holding in high regard or esteem. We prize or value what we really appreciate.

Anything that concerns the student he is interested in. Something that arouses his curiosity can "turn him on." Some things which are external to his knowledges may excite his curious nature. He will want to know and will want to relate it to his life. This makes that external something become an internal, meaningful thing. As his interest increases, the student looks with attentiveness until he can find worth to him in the object or thing.

When introduced to a subject such as math or grammar, the student's curiosity will keep him interested for a while with the newness or novelty. Extended interest beyond this immediate awareness will come only if that subject takes on meaning in his opinion. As he becomes more deeply interested he will find its worth and prize or value it in his own life.

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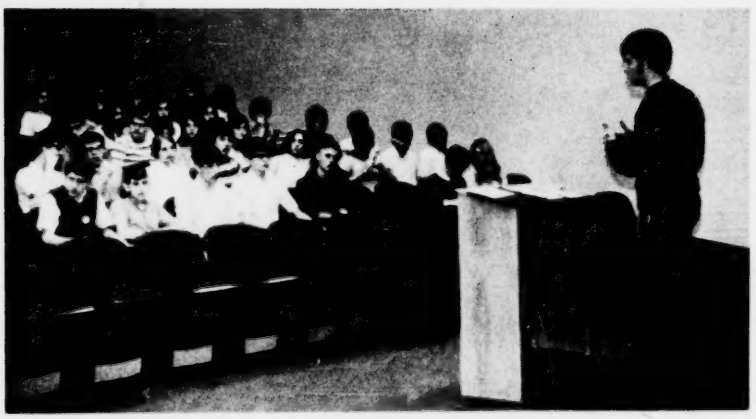

After a person becomes aware of something and receives this into his interest patterns, he begins to respond to it by having an opinion. A purpose must be seen as he examines an idea, a thought, or an issue. The person has a state of mind that allows him to regard the matter as being important.

Attitudes, often thought of as being more sophisticated than opinions, are formed after examining the internalized matter. Something which was without, external to the individual, becomes internal and takes on meaning. He then forms an opinion or takes a position on the matter--he has an attitude. Depending on his mental outlook, this attitude can be forgotten or take on further meaning, a value to the person.

W[illegible]ing Values?

One of the higher levels of the affective q
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One of the higher levels of the affective qualities in the lives of people centers around those things which are important to them. We call this the area of values and it refers to those things which take on deeper meaning to the individual.

A person's beliefs, morals, or standards are formed from what they value. Value comes from those things which he finds desireable in his or her life. Simple regard becomes high regard and the attitude becomes something that is held in high esteem. The worth of the belief is no longer societal or extrinsic worth, rather it becomes intrinsic and of value only to the person.

In order to value such things as the home, a religious faith, music, art, and healthful living, it is essential that the student be aware of the meaning of these in his own life. The building of values is a complex process of the selecting and experiencing.

Concerns in the Affective Domain

1. Interest

Home	–Emphasis on Education –Vocational Preparation –Community Involvement
School	–Peer Group –Curriculum –Activities
Community	–Job Opportunities –Social Functions –Basic Needs

2. Attitude

School	–Specific Subject –Extra Curricular A –Vocational Pursui –Competitive Press –Reaction to Grou –Reaction to Instr
Community	–Minority Groups –Community Parti –Vocational Status –Law and Order –Social Change –Moral and Person Obligations

3. Values

–Citizenship
–Responsibility
–Honesty
–Respect

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Concerns in the Affective Domain

ome	–Emphasis on Education –Vocational Preparation –Community Involvement
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mmunity	–Job Opportunities –Social Functions –Basic Needs

2. Attitude

School	–Specific Subject –Extra Curricular Activities –Vocational Pursuits –Competitive Pressure –Reaction to Grouping (Tracking) –Reaction to Instructional Techniques
Community	–Minority Groups –Community Participation –Vocational Status –Law and Order –Social Change –Moral and Personal Obligations

3. Values

- –Citizenship
- –Responsibility
- –Honesty
- –Respect

What are students interested in ?

are students interested in ?

What do students have attitudes a

ɔo students have attitudes about?

What do students value ?

o students value ?

Let's Review the Affective Domain

Similar to the manner in which a person progresses from simple knowledge into the realms of highly complex synthesis, analysis and evaluation; learning in the affective domain progresses from merely receiving an awareness to the development of a complex value system. The taxonomy developed by Krathwohl, as shown on the right, indicates the range of meaning of the commonly used affective terms. When we refer to valuing, for example, it infers a 3.0 rating on the scale, while organization would infer a 4.0 rating.

The range of meaning from awareness through characterization for a person would start with the development of an interest, then establishing an appreciation and finally attitudes, values, and adjustments which would affect the life style of that person. The total range of meaning would be different for each person. Thus, individualized instruction is vital in the total development of the person.

THE RANGE OF MEANING TYPICAL OF COMMON
TERMS MEASURED AGAINST THE TAXONO

1.0 Receiving		
1.1 Awareness	INTEREST	APPRECIATION
1.2 Willingness to receive		
1.3 Controlled or selected attention		
2.0 Responding		
2.1 Acquiesence in responding		
2.2 Willingness to respond		
2.3 Satisfaction in response		
3.0 Valuing		
3.1 Acceptance of a value		
3.2 Preference for a value		
3.3 Commitment		
4.0 Organization		
4.1 Conceptualization of a value		
4.2 Organization of a value system		
5.0 Characterization by a value complex		
5.1 Generalized set		
5.2 Characterization		

*David R. Krathwohl, et. al., Taxono
Objectives Handbook II: Affective Domain
McKay Co. Inc., 1956).

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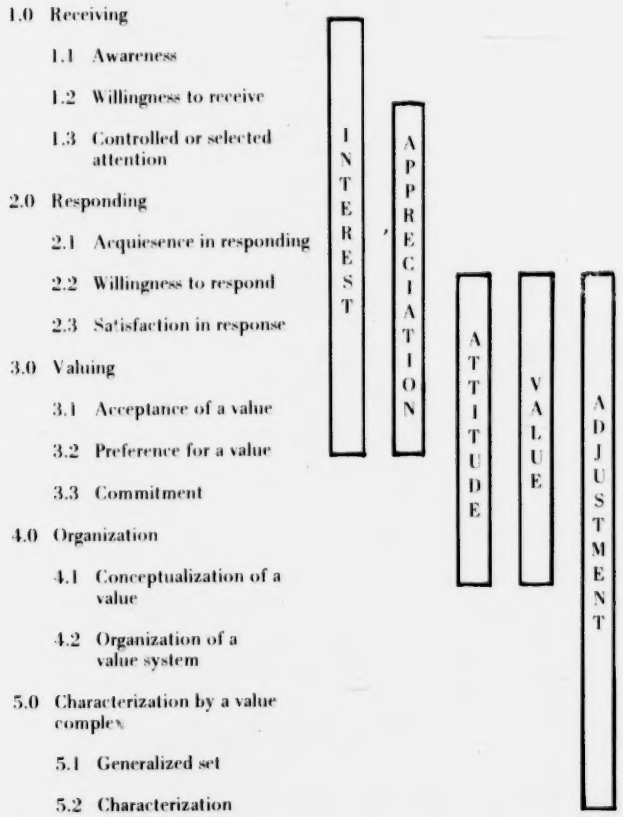
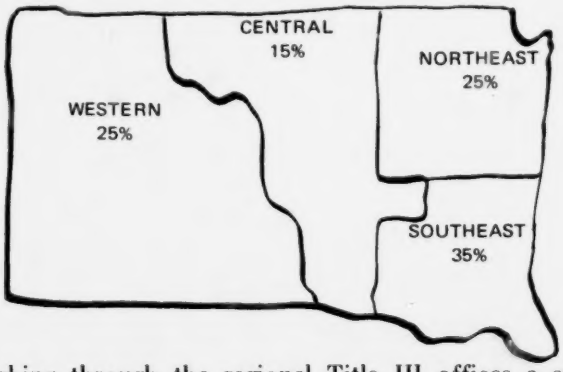


*David R. Krathwohl, et. al., Taxonomy of Educational Objectives Handbook II: Affective Domain (New York: David McKay Co. Inc., 1956).

AN ASSESSMENT OF EDUCATIONAL NEEDS IN THE AFFECTIVE DOMAIN IN THE STATE OF SOUTH DAKOTA

Early in 1970 an assessment of educational needs in the affective domain was conducted in South Dakota by the Department of Secondary Education at the University of South Dakota. The study was part of the overall comprehensive study of educational needs conducted by the Title III, ESEA Division and the State Department of Public Instruction. This particular study was completed by May 1st in the hopes that the critical needs list could be distributed and innovative proposals be designed to meet those needs during the 1970-71 school year.



Working through the regional Title III offices a sample was taken from across the state. This map shows the distribution of the sample taken and the percentage of respondents selected from each of the four Title III regions. To assess the needs, 1,650 questionnaires were distributed and approximately 80% were returned and analyzed. There were some returns which came in too late and others lacked sufficient information for processing.

Representative populations were sampled a
11th graders; teachers and administrators; paren
school; and members of the general public. Schoo
following communities participated in the survey.

School System	6th	11th
SOUTHEAST		
Sioux Falls	X	X
Yankton	X	X
Mitchell	X	X
Madison	X	X
Vermillion	X	X
Chamberlain	X	X
Canton	X	X
Lennox	X	X
Beresford	X	
Tyndall	X	X
Kimball	X	X
Mt. Vernon	X	X
Canistota	X	X
Letcher	X	X
CENTRAL		
Pierre	X	X
Winner	X	X
Miller	X	X
Mobridge	X	X
Highmore	X	X
Ipswich	X	X
Murdo	X	X
(one system failed to respond)		

School Syst
NORTHEA
Aberdeen
Watertown
Huron
Brookings
Milbank
Sisseton
Webster
Redfield
Arlington
Wessington
Iroquois
Wilmot
(one system
WEST
Rapid City
Sturgis
Belle Fourc
Mission
(five system

The major data was collected by mail; ho
the research team issued and administered th
Aberdeen, Pierre, Rapid City, Watertown, and
persons were named by the Title III d
administrators. These persons issued and administ
elsewhere. All teachers, administrators, and
contacted by mail.

⅄T OF EDUCATIONAL NEEDS
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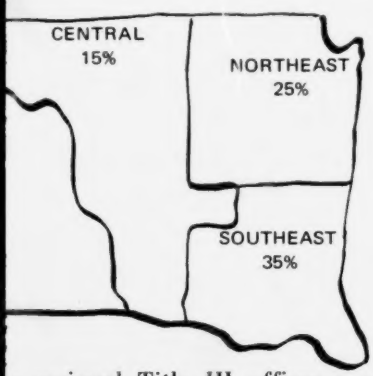

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Representative populations were sampled among 6th graders; 11th graders; teachers and administrators; parents with children in school; and members of the general public. School children from the following communities participated in the survey.

School System		
SOUTHEAST	6th	11th
Sioux Falls	X	X
Yankton	X	X
Mitchell	X	X
Madison	X	X
Vermillion	X	X
Chamberlain	X	X
Canton	X	X
Lennox	X	X
Beresford	X	
Tyndall	X	X
Kimball	X	X
Mt. Vernon	X	X
Canistota	X	X
Letcher	X	X
CENTRAL		
Pierre	X	X
Winner	X	X
Miller	X	X
Mobridge	X	X
Highmore	X	X
Ipswich	X	X
Murdo	X	X
(one system failed to respond)		

School System		
NORTHEAST	6th	11th
Aberdeen	X	X
Watertown	X	X
Huron	X	X
Brookings	X	X
Milbank	X	X
Sisseton	X	X
Webster	X	X
Redfield	X	X
Arlington	X	X
Wessington	X	X
Iroquois	X	X
Wilmot	X	X
(one system failed to respond)		
WEST		
Rapid City		X
Sturgis	X	
Belle Fourche		X
Mission	X	X
(five systems failed to respond)		

The major data was collected by mail; however, a member of the research team issued and administered the questionnaires in Aberdeen, Pierre, Rapid City, Watertown, and Yankton. Contact persons were named by the Title III directors and local administrators. These persons issued and administered the instrument elsewhere. All teachers, administrators, and other adults were contacted by mail.

DISTRIBUTION OF RESPONSES FROM THE TITLE III REGIONS

Sample Category	Number Issued	Number Returned	Percentage
SOUTHEAST			
Sixth Grade Students	225	220	97.8
Eleventh Grade Students	220	203	92.3
Teachers and Administrators	42	31	73.8
Parents of Students in School	100	57	57.0
Lay Public	80	49	61.3
Total	667	560	84.0
NORTHEAST			
Sixth Grade Students	145	138	95.2
Eleventh Grade Students	155	150	96.8
Teachers and Administrators	20	14	70.0
Parents of Students in School	56	35	62.5
Lay Public	16	11	68.8
Total	392	348	88.8
CENTRAL			
Sixth Grade Students	75	70	93.3
Eleventh Grade Students	75	70	93.3
Teachers and Administrators	10	7	70.0
Parents of Students in School	30	16	53.3
Lay Public	30	18	60.0
Total	220	181	82.3
WEST			
Sixth Grade Students	130	25	19.2
Eleventh Grade Students	155	91	58.7
Teachers and Administrators	16	11	68.8
Parents of Students in School	35	20	57.1
Lay Public	35	24	68.6
Total	371	171	46.1

The distribution of responses presented her
populations and the percentages of return. Th
press of time, and failure to establish rapport c
response percentages in some categories.
attempted.

NUMBER OF QUESTIONNAIRES ISSU
NUMBER AND PERCENTAGE RETU

Sample Category	Number Issued	Number R
Grade Students	575	4
Eleventh Grade Students	605	5
Teachers and Administrators	88	
Parents of Students in School	221	1
Lay Public	161	1
Totals	1,650	1,2

Because the study was concerned with
values, the largest sample population (75%
eleventh grade students. In a sense, the other
somewhat represent a control or check on t
statements.

TION OF RESPONSES FROM
TITLE III REGIONS

Number Issued	Number Returned	Percentage
225	220	97.8
220	203	92.3
42	31	73.8
100	57	57.0
80	49	61.3
667	560	84.0
145	138	95.2
155	150	96.8
20	14	70.0
56	35	62.5
16	11	68.8
392	348	88.8
75	70	93.3
75	70	93.3
10	7	70.0
30	16	53.3
30	18	60.0
220	181	82.3
130	25	19.2
155	91	58.7
16	11	68.8
35	20	57.1
35	24	68.6
371	171	46.1

The distribution of responses presented here indicate the sample populations and the percentages of return. The physical distances, press of time, and failure to establish rapport contributed to the low response percentages in some categories. No follow-up was attempted.

NUMBER OF QUESTIONNAIRES ISSUED AND
NUMBER AND PERCENTAGE RETURNED

Sample Category	Number Issued	Number Returned	Percentage
Grade Students	575	453	78.8
Eleventh Grade Students	605	514	85.0
Teachers and Administrators	88	63	71.6
Parents of Students in School	221	128	57.9
Lay Public	161	102	63.4
Totals	1,650	1,260	76.4

Because the study was concerned with student attitudes and values, the largest sample population (75%) was the sixth and eleventh grade students. In a sense, the other groups of participants somewhat represent a control or check on the attitude and value statements.

Biographical information was also asked for in the questionnaire and it was possible to analyze the data according to factors which would affect attitudes and values.

Biographical Item	Number	Percent
AGE		
Under 15	429	37%
15 - 24	468	40
25 - 34	39	3
35 - 44	91	8
45 - 54	82	7
55 - 64	41	4
65 and over	12	1
SEX		
Male	614	53%
Females	548	47
MARITAL STATUS		
Single	897	77%
Married	248	21
Separated or divorced	17	2
RELIGION		
Catholic	301	26%
Protestant	749	64
Other or no answer	112	10
FAMILY INCOME		
$1,000 - 4,999	125	11%
5,000 - 9,999	422	36
10,000 - 14,999	406	35
15,000 and over	209	18

Further analysis revealed that the majority had *lived in their* area more than 10 years, had a s ranch *background*, had traveled moderatel themselves moderately active in religious, com activities.

Attitude Survey

In order to secure a frame of reference for t attitude statements were presented to the statements were in regard to their attitudes conc and Youth; (2) Education and School Issues; Issues; (4) Moral, Ethical, and Religious Matters in General. Several of the statements were dete points or key statements for viewing the resp statements.

An example of this type question on attitud "Youth are basically as moral today as in any oth (Circle)

Strongly Agree (Agree) Tend to Agree, Tend t Strongly Disagree

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and values.

	Number	Percent
	429	37%
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	39	3
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ced	17	2
	301	26%
	749	64
r	112	10
	125	11%
	422	36
	406	35
	209	18

Further analysis revealed that the majority of the respondents had *lived in their* area more than 10 years, had a small town, farm, or ranch *background,* had traveled moderately, and considered themselves moderately active in religious, community, and school activities.

Attitude Survey

In order to secure a frame of reference for the value study, fifty attitude statements were presented to the respondents. The statements were in regard to their attitudes concerning: (1) Children and Youth; (2) Education and School Issues; (3) Current Social Issues; (4) Moral, Ethical, and Religious Matters; and (5) The Future in General. Several of the statements were determined as "pivotal" points or key statements for viewing the responses to the value statements.

An example of this type question on attitude would be:
"Youth are basically as moral today as in any other generation."
(Circle)
Strongly Agree (Agree) Tend to Agree, Tend to Disagree, Disagree, Strongly Disagree

TRANSLATING THE RESPONSES

Each respondent was asked to respond to a series of attitude and value statements by indicating first the extent to which he believed the item should be taught to children and youth.

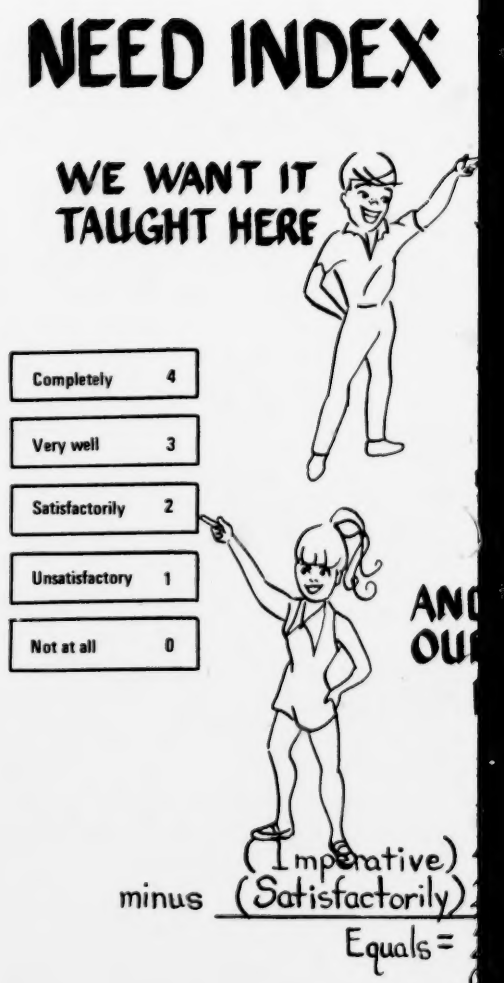
For example:

Every person should have respect for law, order, and decency.

- [x] Imperative (to teach this)
- [ ] Highly Desirable (to teach this)
- [ ] Desirable (to teach this)
- [ ] Optional (to teach this)
- [ ] Unnecessary (to teach this)

Next, the respondent was asked to indicate how well we, the society, are meeting this teaching obligation.

- [ ] Completely
- [ ] Very well
- [x] Satisfactorily
- [ ] Unsatisfactorily
- [ ] Not at all



ESPONSES

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THE STATEMENTS USED IN THE SURVEY WERE MADE-UP OF THREE IMPORTANT INGREDIENTS

Children and youth ⟶ should have respect ⟶ for law, order, and

THE STATEMENT

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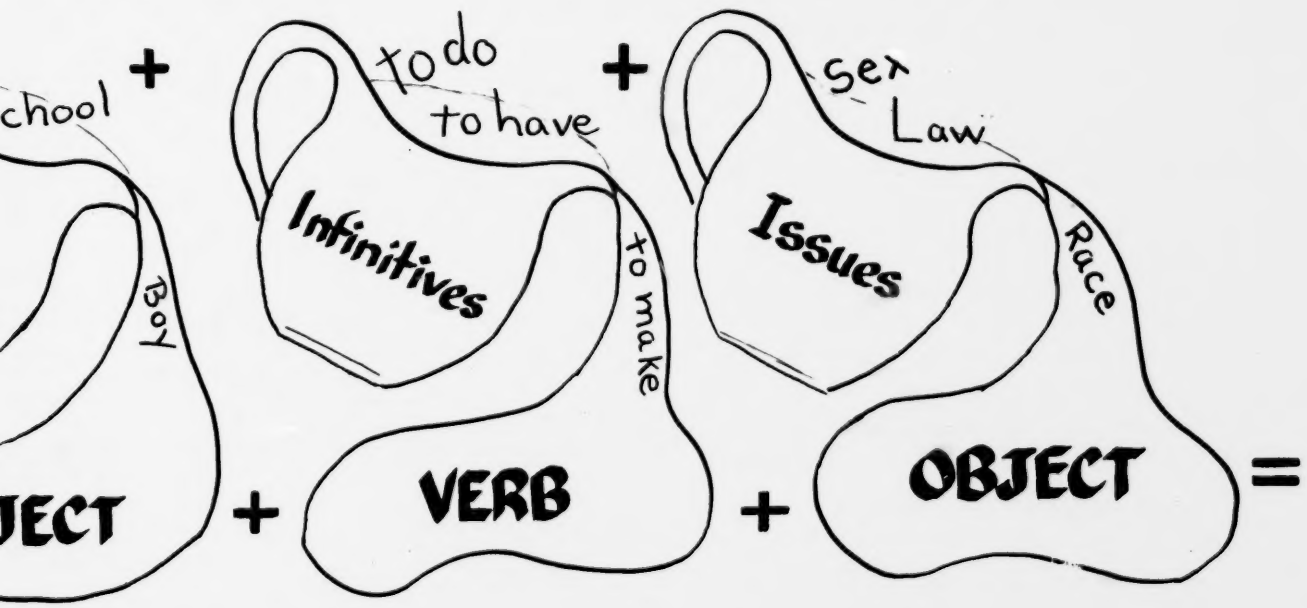


nd youth ⟶ should have respect ⟶ for law, order, and decency.

THE STATEMENT

WE RELATED:

THE STATEMENT to the AFFECTIVE DOMAIN

Law, order, and decency

by selecting
the desired infinitive

To agree, to help, to support, to deny, to argue, to protect, to specify.

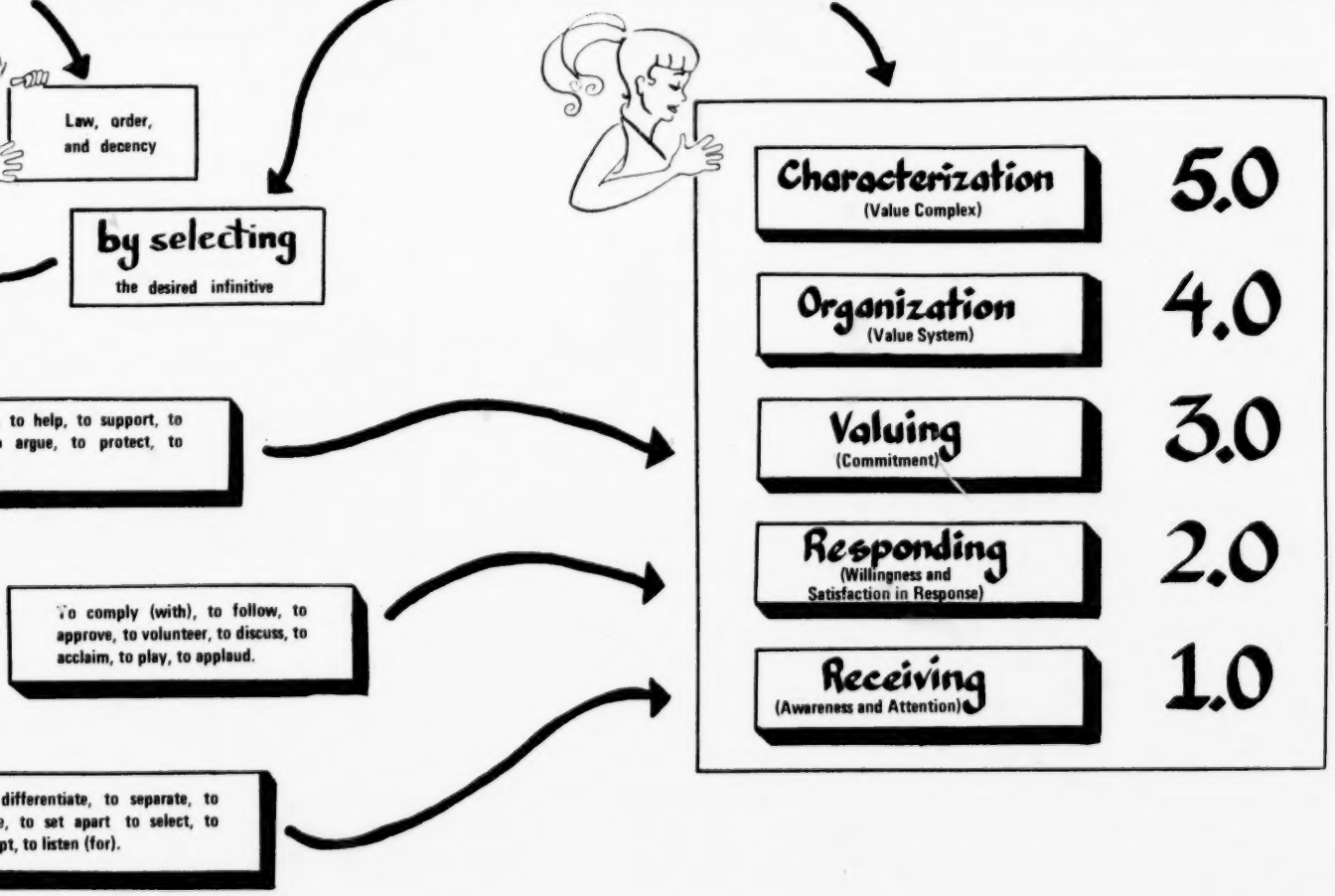
To comply (with), to follow, to approve, to volunteer, to discuss, to acclaim, to play, to applaud.

To differentiate, to separate, to share, to set apart to select, to accept, to listen (for).

- **Characterization** (Value Complex)
- **Organization** (Value System)
- **Valuing** (Commitment)
- **Responding** (Willingness and Satisfaction in Response)
- **Receiving** (Awareness and Attention)

ATED:

TATEMENT to the AFFECTIVE DOMAIN LEVEL



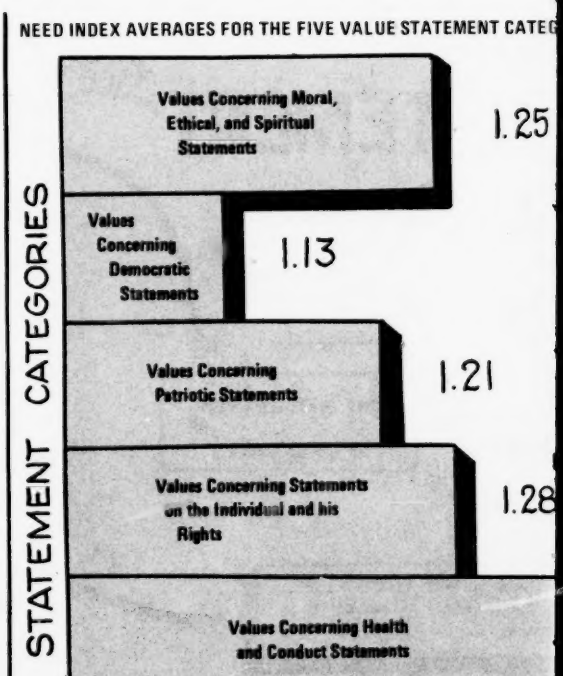
GROUPING THE STATEMENTS

Fifty value statements were advanced in the questionnaire. Rather than concentrate on a single concern, a "shotgun" technique was used and many issues were included in the investigation. In order to bring some vantage point for viewing the broad scope of the survey and gain an inventory of the attitudes and values held by the respondents, the statements were grouped into five categories:

(1) Moral, Ethical, and Spiritual Values
(2) Democratic values
(3) Patriotic Values
(4) Values Dealing with the Individual and his Rights
(5) Health and Conduct Values

Needless to say, the survey merely touched the surface of each of the issues. Further study will be necessary to examine the categories in depth.

The results of the value identification, which was reflected in the concern for perpetuation of the values as stated, can largely be summarized in saying that general or traditional values gained consensus whereas specific value consensus was elusive. A few of the recognized "emergent" values were included to gain contrast. Traditional values were generally well accepted and could be considered part and parcel of the state's value structure; however, values which reflected a particular issue -- were specific in nature such as sex education -- gained either marginal consideration or were cloaked in indecision. This can be interpreted to mean that values in these areas are not fully formed. The average need responses were figured in each category and that information is provided in graphic form on this page.



The above graph indicates that the value concern are centered around the health and individual. The lower rating of democratic values respondents believed these values were being satisfactory level than values in the other categ indicates a critical need.

ENTS

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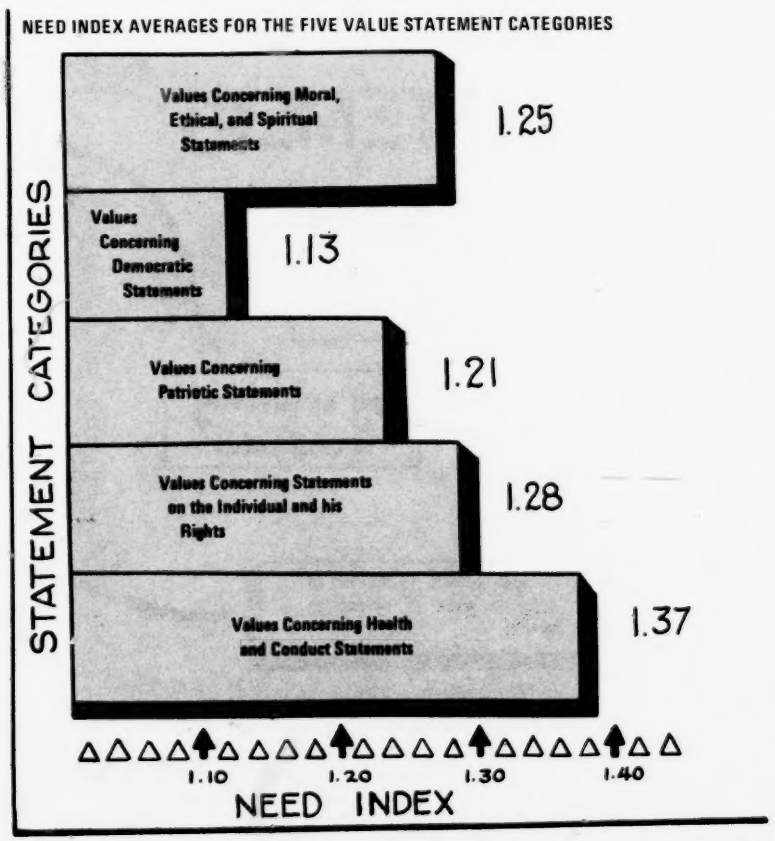

The above graph indicates that the values of most critical concern are centered around the health and conduct of the individual. The lower rating of democratic values indicates that the respondents believed these values were being taught at a more satisfactory level than values in the other categories. A high rating indicates a critical need.

What conclusions were reached?

From the varied amount of data presented in both tabular and graphic form, the overall conclusion would be that: (1) The values held by the peoples of the state can be identified; (2) An educational need can be determined by delving into the degree to which the people feel those values are being transmitted; (3) The resulting assessed gap can be translated into a scaling of educational need; and (4) The educational needs, as assessed, can be ranked or rated in terms of their critical nature.

An evident conclusion which can be drawn from this attitude and value study, as in any such study, is that each statement is highly subject to individual interpretation. How each person interprets such phrases as "to respect," "is obligated to," or "has the right to" would be dependent upon the degree of awareness and appreciation he has of that concern.

Lest the subjective quality of such a stu
as to mean that the study has no importance
treat lightly the identification of the educa
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law, order, and decency; mob violence; and
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Lest the subjective quality of such a study be misconstrued so as to mean that the study has no importance or usefulness, let us not treat lightly the identification of the educational need *as if* there were no objective validity to it. The unique worth of the human personality was a value which was indicative in much of the analysis. The mature individual was viewed as the responsible individual, and his individual conduct becomes important when it is related to others. The concern expressed as educational need in the areas of law, order, and decency; mob violence; and the use of narcotics and drugs should not be viewed lightly by educators.

Some concern was expressed as to the worth of a sixth grader's response. Could they understand the words or know their meaning? Surprisingly, to many, the responses of this group in regard to the importance of teaching the values were very close to those held by the adults, whereas older youth expressed more emergent views. In general the younger children indicated that the society was doing a good job of transmitting those values. The older the age sub-group was the greater the concern became for the quality in the job of transmission of values.

List of critical needs & recommendo

	Object of Concern	Index Rating
1	drugs and narcotics	(1.95)
2	law, order, and decency	(1.87)
3	freedom and responsibility	(1.83)
4	mob violence	(1.77)
5	race equality	(1.76)
6	fair share of taxation	(1.65)
7	leadership morality	(1.60)
8	individual worth	(1.58)
9	cheating	(1.58)
10	sexual morality	(1.54)
11	individual responsibility	(1.54)
12	willingness to defend	(1.51)
13	equality of persons	(1.51)
14	respect for flag, leaders, traditions	(1.49)
15	alcoholic beverage use	(1.48)

With the vast amount of publicity given to drug abuse, it was not surprising to see this statement at the top of the index ratings. Since this study was centered around attitudes and values which dealt with a limited number of interests or issues, many concerns such as environmental abuse, arts, leisure time and spiritual matters were given only token consideration. Therefore, to draw final conclusions from this study or imply the assessment to be complete would be erroneous.

Based on the data and findings presented in
evaluation of the research staff, the following rec
provided. The recommendations are supplementary
are not listed in a priority order. It is recommended

1. That all divisions of education -- public school, state
education - devote a goodly portion of their efforts, i
toward writing guidelines for meeting educational needs
This should be emphasized in all subject areas and grade l
2. That follow-up samples be taken on specific progra
education, Indian education, sex education, and crime
the existing value structure in such areas and to derive a
3. That the South Dakota Department of Public Instru
state-wide in-service training programs, such w
conferences as will best instruct the public school teach
the concerns of the affective domain. The personnel i
should be recruited from persons with diverse backgrou
art, physical education, social studies, administration,
understanding of the dimension of the affective domain
able to instruct the participants in writing educational
domain.
4. That the State Board of Education, the South Dako
Instruction, and all educational agencies cooperate w
agencies in strengthening the moral and ethical charac
youth. Whereas the home and church has traditionall
responsibility in these, as well as spiritual matters, the
when all agencies must present a united program in chara
5. That further research be carried on in the assessment
research be funded with whatever state or federal monie
research.
6. That research be carried on and funded so as to dev
guidelines for the meeting of educational needs in the a
curricular areas.

ritical needs & recommendations

	Index Rating
	(1.95)
	(1.87)
lity	(1.83)
	(1.77)
	(1.76)
	(1.65)
	(1.60)
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	(1.54)
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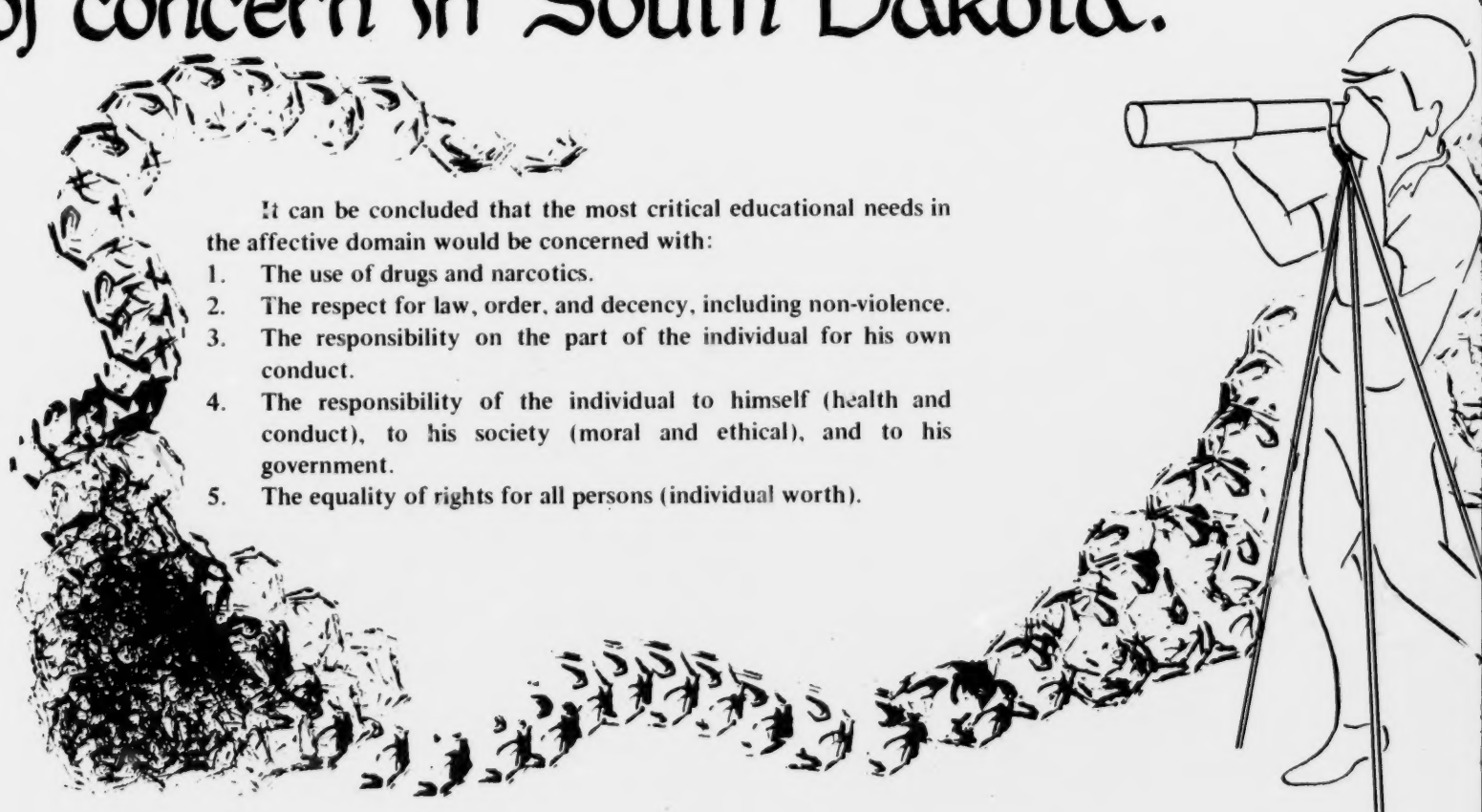
Based on the data and findings presented in the study and the evaluation of the research staff, the following recommendations are provided. The recommendations are supplementary to the report and are not listed in a priority order. It is recommended:

1. That all divisions of education – public school, state department, and higher education -- devote a goodly portion of their efforts, individually or combined, toward writing guidelines for meeting educational needs in the affective domain. This should be emphasized in all subject areas and grade levels.
2. That follow-up samples be taken on specific programs, such as vocational education, Indian education, sex education, and crime prevention, to determine the existing value structure in such areas and to derive affective concerns in each.
3. That the South Dakota Department of Public Instruction offer, through its state-wide in-service training programs, such workshops, institutes, or conferences as will best instruct the public school teachers and school officials in the concerns of the affective domain. The personnel in charge of such sessions should be recruited from persons with diverse backgrounds in education -- music, art, physical education, social studies, administration, etc. -- and with a clear understanding of the dimension of the affective domain. Such persons should be able to instruct the participants in writing educational objectives in the affective domain.
4. That the State Board of Education, the South Dakota Department of Public Instruction, and all educational agencies cooperate with other state and local agencies in strengthening the moral and ethical characteristics of children and youth. Whereas the home and church has traditionally been charged with the responsibility in these, as well as spiritual matters, the time may well be at hand when all agencies must present a united program in character building.
5. That further research be carried on in the assessment of needs and that such research be funded with whatever state or federal monies may be allocated to this research.
6. That research be carried on and funded so as to develop scope and sequence guidelines for the meeting of educational needs in the affective domain in various curricular areas.

Let's focus on the big areas of concern in South Dakota.

It can be concluded that the most critical educational needs in the affective domain would be concerned with:

1. The use of drugs and narcotics.
2. The respect for law, order, and decency, including non-violence.
3. The responsibility on the part of the individual for his own conduct.
4. The responsibility of the individual to himself (health and conduct), to his society (moral and ethical), and to his government.
5. The equality of rights for all persons (individual worth).



Concerns for Drug Abuse

From about age 10 through 18 is the most beautiful time of life for our children. Nature has endowed them with an internal beauty and effervescence, they are mature enough physically and mentally to pursue with success a great variety of activities, they are susceptible to rapid moods and emotions, and they are still free from most of the pressures of the work-a-day world. Young people in this age group have the capability to experience deep emotional involvement possibly leading to a commitment which may influence their entire life.

s for Drug Abuse

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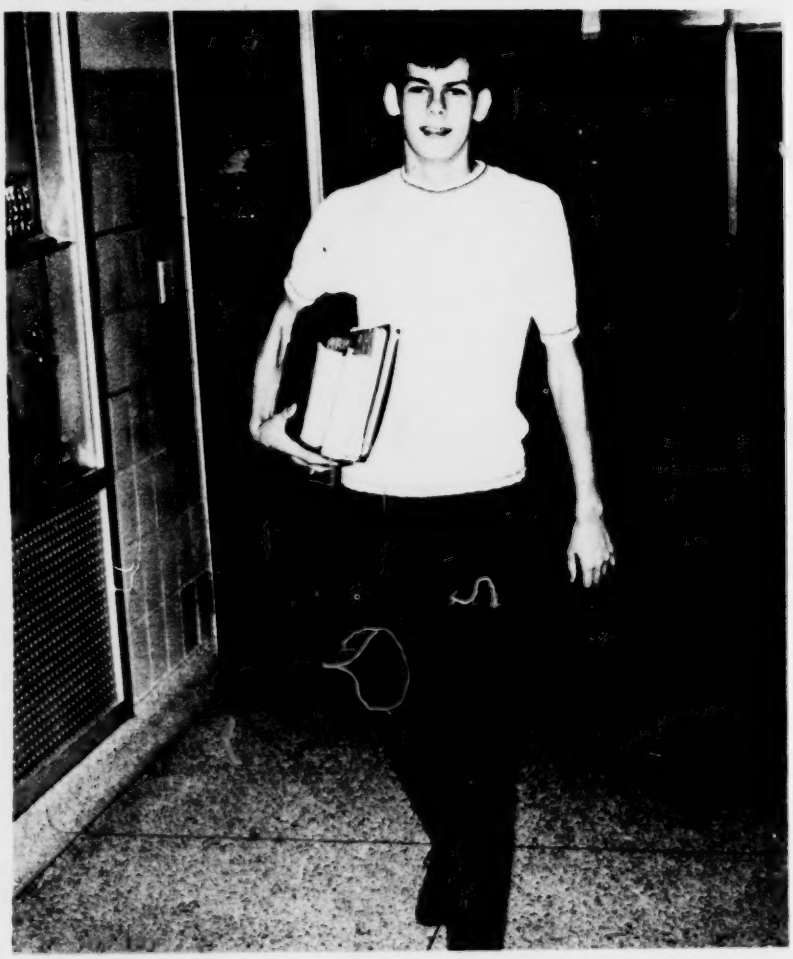
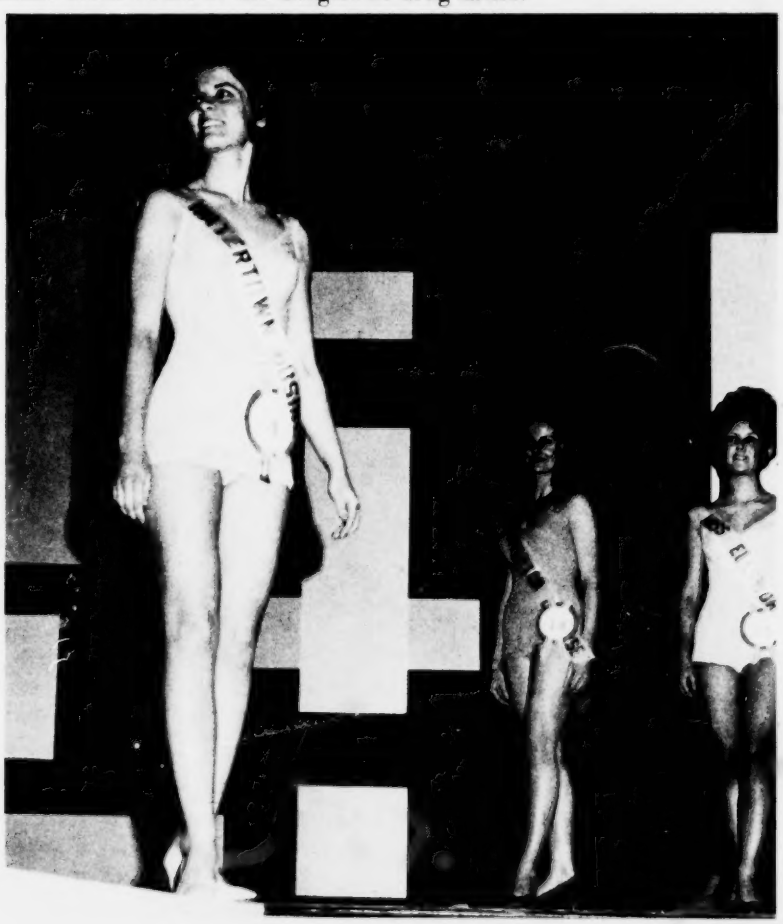


These emotional experiences and commitments should be constructive in nature. Some people have the romantic notion that drugs allow the individual to achieve a deeper emotional experience. Instead there is a greater possibility that drugs will deprive the youth of his only opportunity to enjoy these exciting years.

South Dakotans, particularly educato
these romantic notions about drugs before
people. Youth must make their own com
make them aware of the dangers of drug abu

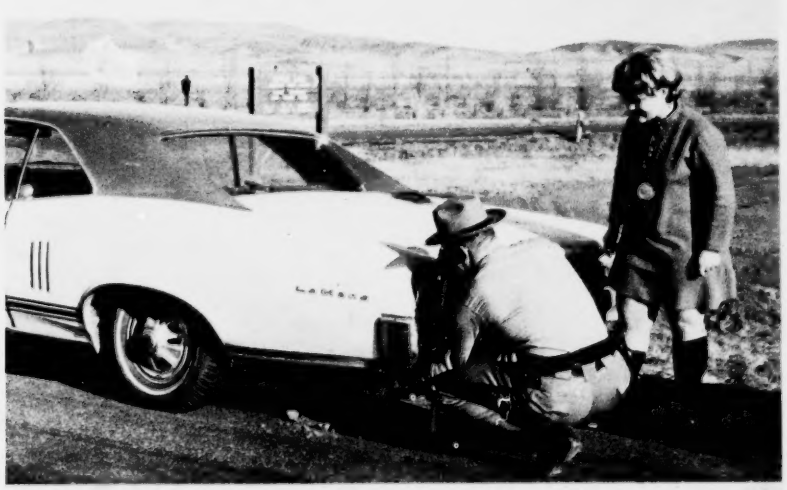
experiences and commitments should be
Some people have the romantic notion that
ial to achieve a deeper emotional experience.
r possibility that drugs will deprive the youth
to enjoy these exciting years.

South Dakotans, particularly educators, are obligated to dispel these romantic notions about drugs before they cripple our young people. Youth must make their own commitment -- our task is to make them aware of the dangers of drug abuse.



Concerns for Law and Order

Laws of a society must be meaningful to and reflect the thinking of the vast majority of that society who have the capacity to reason and differentiate between right and wrong. Order is the harmonious living of the society under these laws. In order to have peace and harmony all people, including the youth, must feel the relevance of law and order in their lives.



In order to have our citizens dedicate themselves to the maintenance of law and order there has to be a conscious effort to uphold the spirit of the legal intent as well as the written word. To do this the children, youth and adults must first be aware of the advantages of a peaceful and orderly co-existence. Educators as well as other leaders in our communities must demonstrate by their behavior the moral and ethical dimension of harmonious living.

One of the major concerns of society tod violence in our nation and the world. This un addition to the existing crime rate has the poten topple the system of law and order in effect t being forced to re-examine their legal structur guidelines for the society with the individual rat the law in mind. However, these changes shou means rather than violent action.

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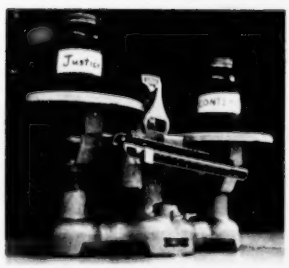

One of the major concerns of society today is the unrest and violence in our nation and the world. This unrest and violence in addition to the existing crime rate has the potential, if unchecked, to topple the system of law and order in effect today. Americans are being forced to re-examine their legal structure and to reconstruct guidelines for the society with the individual rather than the letter of the law in mind. However, these changes should come by peaceful means rather than violent action.

Concern for Freedom and Responsibility

No greater heritage has been given to the youth of any nation, at any time, anywhere in the world than the *freedom* enjoyed by the youth of America today. Happy in this freedom, the typical American is also quite familiar with the rights he has guaranteed by the national and state constitutions. Thus educated, the American people have been able to live for more than a century and a half under this type of freedom, settling their differences in the courts, giving and gaining greater freedom for other Americans, and abiding by the moral code developed in this free, democratic system.

Most agree that *responsibility* is an affe
should accompany freedom. Unlike moral ru
of written law, however, ethical conduct
individual and group practice of morality. Et
legislated or written down, it must arise fro
laws, rules, and regulations. The person inco
his own value system: to feel responsibilit
meaning in the moral codes, laws, and rules o

The concern expressed by many in our
is too much freedom; rather there is a conc
lacking. Freedoms are not earned in our socie
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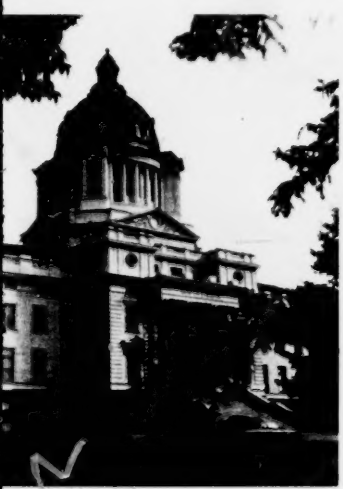
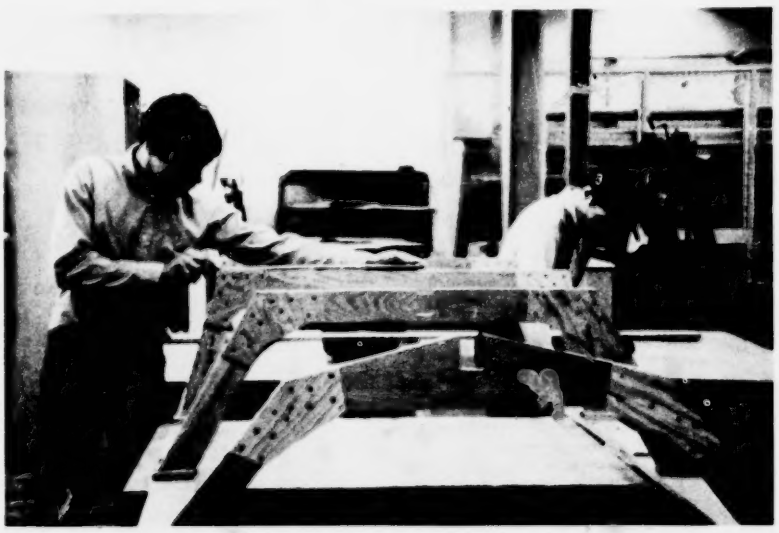


Most agree that *responsibility* is an affective characteristic that should accompany freedom. Unlike moral rules which may arise out of written law, however, ethical conduct has a reliance on the individual and group practice of morality. Ethical practice cannot be legislated or written down, it must arise from the internalization of laws, rules, and regulations. The person incorporates the morals into his own value system: to feel responsibility, one must experience meaning in the moral codes, laws, and rules of the society.



The concern expressed by many in our society is not that there is too much freedom; rather there is a concern that responsibility is lacking. Freedoms are not earned in our society; rather they are given by that society to the individual. It is the responsibility of the individual to use that cherished gift so that he may fulfill his life by building a character worthy of a free person.

There is wide spread belief that young people should be taught the value of this freedom to them as individuals and that they are obligated to develop an ethical character consistent with this freedom. Since all have equal rights, the measure of each person must be his own conduct. Guide lines for the development of this ethical character are eulogized in our literature, but the individual must internalize the acceptable mores into his own value system.

Responsibility of the Individual

...to himself

...to his comm

Characterization is the highest level on scale and is typified by maturity, integrity, This peak of the internalization process includes cognitive and affective characteristics but allude and automatic performance skills. Morality, e action become a unit we often refer to as one his *Weltanschauung*, his value system.

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Characterization is the highest level on the affective domain scale and is typified by maturity, integrity, and humanitarianism. This peak of the internalization process includes not only the learned cognitive and affective characteristics but alludes to highly developed and automatic performance skills. Morality, ethics, and responsible action become a unit we often refer to as one's philosophy of life, his *Weltanschaunng*, his value system.

...to his state

To allow the student to develop the affective qualities of his ethical character, he must be encouraged to experience the morals of the society by assuming responsibilities both of leadership and of following. The democratic process must take on meaning in his generation with his peer group as well as with the adults. Under the guiding hands of the educators each pupil can gain in responsibility as he gains in know'edges and skills. Part of the process of becoming is to become responsible in greater degrees for one's own conduct.

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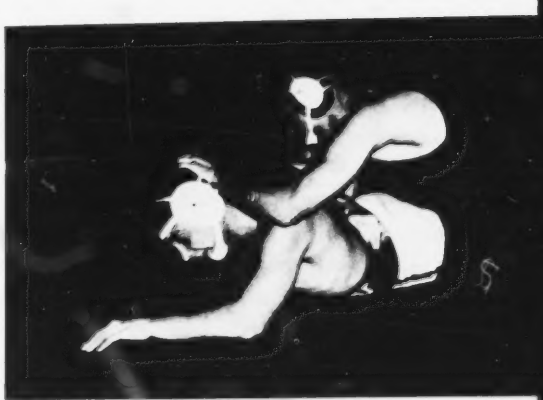
Our concern should be that each child learn and develop regulations based on a code of behavior consistent with democratic ideals. Rather than stressing the penalties for misconduct and the consequences for abusing the privileges extended by freedom, the emphasis should be on insight into living in a free society. Given experience in democratic living and a chance to integrate this system of beliefs, attitudes and values, each student may well become a greater practicing and responsible adult than he would under an authoritarian system.

...to his nation

Concern for Equality

Much has been written and discussed about equality; however, the wording and understanding of "all men are created equal" still is confusing to us. What is meant by "equality of opportunity" should be important to the teachers in the classroom. Possibly the best way to summarize the concern over equality is to say the concern is really over whether the schools are concerned about equality. Too much has been said which reflects the thought that "no amount of education can make all students equal." Too little has been said about the fairness in opportunity, about a chance to be "quantitatively equal."



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Some have said that the word "equity" is a more fitting term. As defined it gives the meaning that educational opportunities are equally distributed if fitted or suited to one's needs. The needs of each child are different. Each should have an equal opportunity to have his needs satisfied. Many of these needs are affective in nature, not just physical or cognitive. The educators' concern for equality then should be on the worth of the individual---his equality of opportunity.

Concern for Heritage

Americans, like any other people, have a natural pride in their country and its traditions -- its heritage -- that which has been handed down through the generations. Two unique characteristics set America's heritage apart from those of other countries. First, America is a nation built from the beginning with a dedication to freedom. This freedom did not emerge from the ruling bodies of the land; it was an integral part of the culture of the Indians, those native Americans who inhabited the continent for centuries. Those who came to America as colonists, settlers, or immigrants were, for the most part, in search of freedom.

The second unique characteristic is that single heritage rooted solely in the short hist rather their heritage stems from the rich her from all over the world -- a rich heritage mold society -- a confluence of Oriental and Oc fair-skinned Scandinavian joined with the dar Asian, and African. Christians, Hebrews, Mos Confucians all brought their religious beliefs wh Czech, Dane, Swiss, Japanese, Congolese, and festive ceremonies. Today's American youth tr in the world as well as in their nation.

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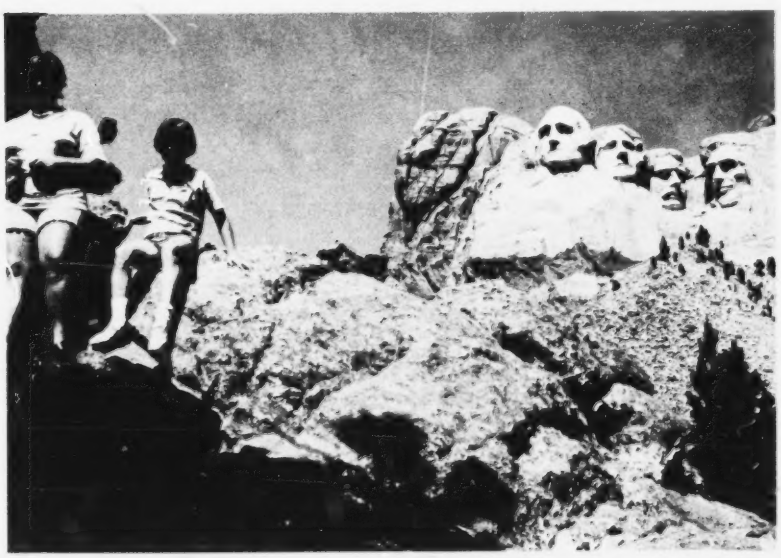
The second unique characteristic is that Americans have not a single heritage rooted solely in the short history of their country; rather their heritage stems from the rich heritages of the peoples from all over the world -- a rich heritage molded from a melting pot society -- a confluence of Oriental and Occidental peoples. The fair-skinned Scandinavian joined with the darker-skinned Eurasian, Asian, and African. Christians, Hebrews, Moslems, Buddhists, and Confucians all brought their religious beliefs while the Irish, Scottish, Czech, Dane, Swiss, Japanese, Congolese, and Latins brought their festive ceremonies. Today's American youth truly have their heritage in the world as well as in their nation.



A concern expressed by many of the sociological and educational leaders of our society is that there are those who would try to separate out the various parts of the whole and give each part a greater identity. Instead of forging a greater metal by combining the many alloys, they would cast fragile, plastic, pot metal parts which when placed under stress would crumble and weaken the whole. America's strength lies in its unity -- unity in a common heritage -- its freedom heritage. An ancient as well as modern conquering technique has been to divide and conquer -- to set religion against religion, race against race, worker against owner, follower against leader, age against youth, and parent against child. This can happen from without or within. There are those who would use America's greatest heritage -- its freedoms -- to break the nation's might.

As educators all, our task is to bring
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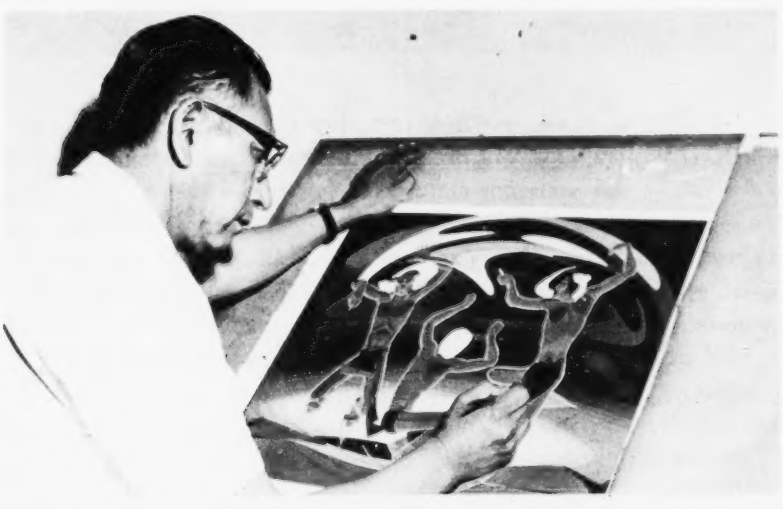
As educators all, our task is to bring back together the paris which have made us strong and to unite against that common enemy -- separation. Allowing our children to grow up without exposure to their rich heritage is to produce a race of automatons who see themselves as the beginning and the end of all. To pose one cultural, racial, religious, or social group as being either superior or inferior is to disavow the supreme worth of the individual. The task is further to find in our own times a heritage which will be viewed by future generations as full and as rich as that which we have received. To fulfill the task of transmitting the culture, it would be well to begin by examining our state -- "the land of infinite variety" -- with an eye to the richness of our own heritage.

Concern for the Arts

Traditionally, the arts have been a common line of communication among all peoples. Music, drama, sculpturing, painting -- any of the fine arts, have been available to all people: the young as well as the old, the rich and the poor, the professional and the amateur. Some say that the arts approach an international language whereby peoples can express their thoughts and feelings. The past comes alive today better through the arts than through the written and spoken record. By producing the beautiful in poetry, music, or picture, we can gain insight into what was significant to the lives of those who came before us. Art is generally separated from work because of its aesthetic characteristics. It is part of our leisure, but there is a tremendous carryover into all of our living.



As an area of concern, the arts are defin affective domain. Although the cogni psychomotor skills are involved in the early lea be little or no advanced learnings without the considerations. The chief concern, however, simply not considered part of the organized program. Most teachers and administrators vie in our school curriculum. Any of the arts regular program are minimal to say the least. T and art is by the regular classroom teacher "v it:" only a few students receive instruction f high schools most students are "scheduled out"

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As an area of concern, the arts are definitely aligned with the affective domain. Although the cognitive knowledges and psychomotor skills are involved in the early learning stages, there can be little or no advanced learnings without the aesthetic or affective considerations. The chief concern, however, is that the arts are simply not considered part of the organized, general educational program. Most teachers and administrators view the arts as "extras" in our school curriculum. Any of the arts which are part of the regular program are minimal to say the least. The grade school music and art is by the regular classroom teacher "when there is time for it;" only a few students receive instruction from specialists. In the high schools most students are "scheduled out" of the arts.

In a truly comprehensive program the arts must be included. Without encouragement of the remainder of the teaching profession, those who teach in the areas of aesthetics face almost insurmountable odds against getting their subjects on an equal footing in the regular curriculum. Yet, most of their colleagues agree that the fine arts and applied arts are valuable areas of instruction for all students.

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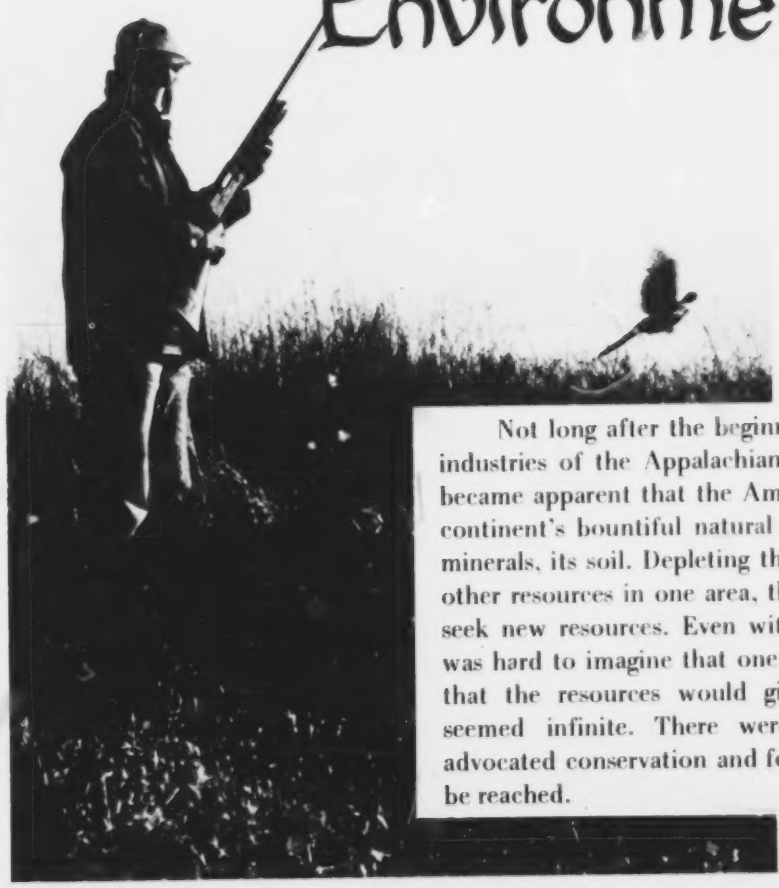
Any school interested in expanding their program should emphasize perceptual training, often called appreciation. Many arts and humanities courses are enjoying a "new burst of freedom" where students have been given exposure to the arts. Aesthetic valuing should be emphasized also. An "artistic smorgasbord" should be offered to the student so that he can have a chance to see models of fine aesthetic production in dance, music, gymnastics and other arts. Even through this limited approach, with very little chance to respond, it is a step in bringing about a greater awareness in "the beautiful."

Concern for the Environment



Not long after the beginnings of the mills of New England, the industries of the Appalachians, and the plantations in the South, it became apparent that the American people were tampering with the continent's bountiful natural resources -- its waters, its timbers, its minerals, its soil. Depleting the minerals, the trees, the soil, and the other resources in one area, the early Americans found it possible to seek new resources. Even with the increasing number of settlers it was hard to imagine that one day there would be no new places and that the resources would give out. America's vastness in supply seemed infinite. There were some who forecast warnings and advocated conservation and foretold of a time when the limits would be reached.

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Some say that the day has arrived when America is faced with a fight for survival. A few even say that we will struggle but cannot win, because the die is cast. The concern is for the denuded forests, the eroded soils, the polluted streams, the garbage-littered cities, and for the very air we breathe. The beautiful dawnings which have greeted mankind each new day and the colorful sundowns which have prompted his thankfulness for life are now cloaked in dust, smoke, vapors and stench. As he eats his foods, man suspects the grains, meats, vegetables, and fruits for they may be contaminated with poisons used in the suppression of a common housefly or cutworm. Fish die in the streams because of the factory wastes and negligence in sanitation practices. Billboards and beer cans clutter the scenic view as he travels. The concerns for environment are simply concerns for life itself.

There is an affective dimension beyond merely sustaining life, however, and that would include the appreciation of nature's handiwork. Outdoor education programs are being developed in order to allow children the privilege of playing and working with the beauty of the earth. Outdoor education provides an experience in living as well as an experience-curriculum. Most of the objectives written for these programs are closely allied with the affective domain. It behooves the people of our state to encourage and support such programs -- it is a matter of life or death.

Writing and Using Educational Objectives in the Affective Domain

Although much has been written about the desirability of including affective concerns in the curriculum, little or no positive success can be claimed in evaluating whether or not this can be done. In most cases, the educational objectives have been written in terms of behavioral outcomes. This practice has enjoyed some success in the cognitive and psychomotor domains; however, the objective measures of behavior are nearly impossible to achieve in affective characteristics. Much of the evaluation is dependent upon the teachers' ability to observe the children's reactions, expressions, and non-verbal clues.

Each teacher should write educational objectives in the affective domain as well as in the others. Possibly, the best that can be accomplished is to proceed "as if" the objectives can be achieved. By observing the outward behavior, the teacher might well be satisfied that the affective characteristic is being "learned" or internalized.

Write...

Some examples of written objectives would be:

Each child will:

- -- work individually as directed.
- -- display pride in his drawing by sho others.
- -- accept failure and try again.
- -- show his enjoyment to the story by lau
- -- will express his feeling by defending hi
- -- show his interest by selecting further p form.
- -- will demonstrate his concern by aski the causes of cancer.

Use...

Once the teacher has developed educationa the student in mind -- the next step is to follow an There are many instructional models to choose page is a model which provides for individualized a "must" in working with affective characteristics

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Write...

Some examples of written objectives would be:

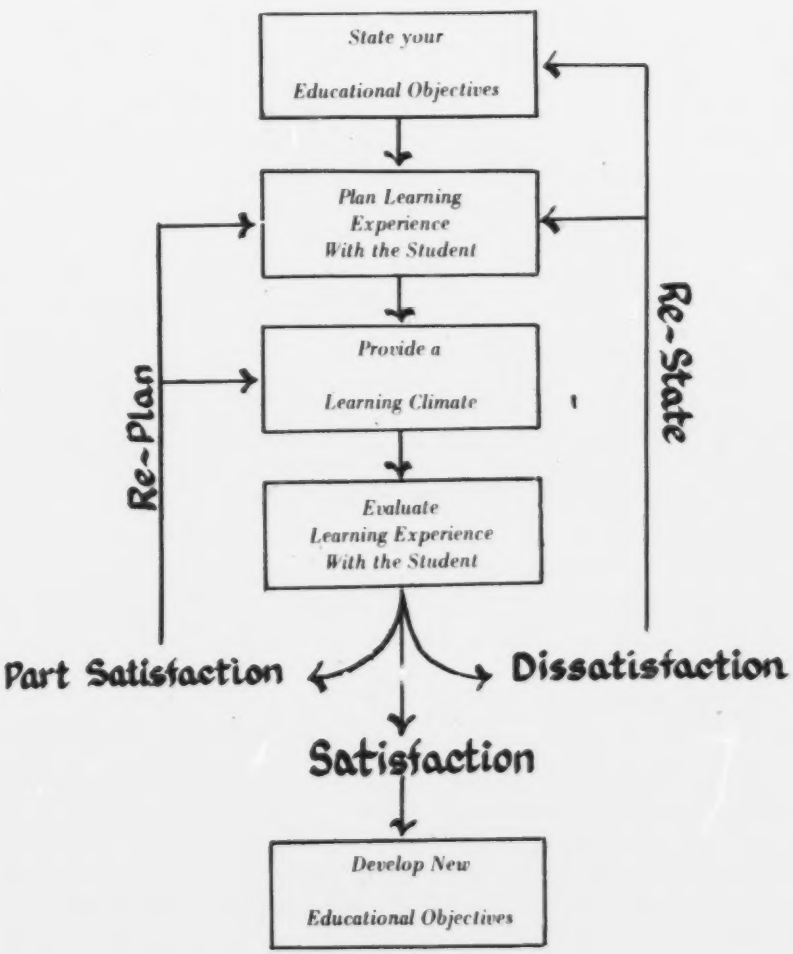
Each child will:

- -- work individually as directed.
- -- display pride in his drawing by showing his work to others.
- -- accept failure and try again.
- -- show his enjoyment to the story by laughing.
- -- will express his feeling by defending his answer.
- -- show his interest by selecting further problems in written form.
- -- will demonstrate his concern by asking questions about the causes of cancer.

Use...

Once the teacher has developed educational objectives -- with the student in mind -- the next step is to follow an instructional plan. There are many instructional models to choose from. On the next page is a model which provides for individualized instruction which is a "must" in working with affective characteristics in learning.

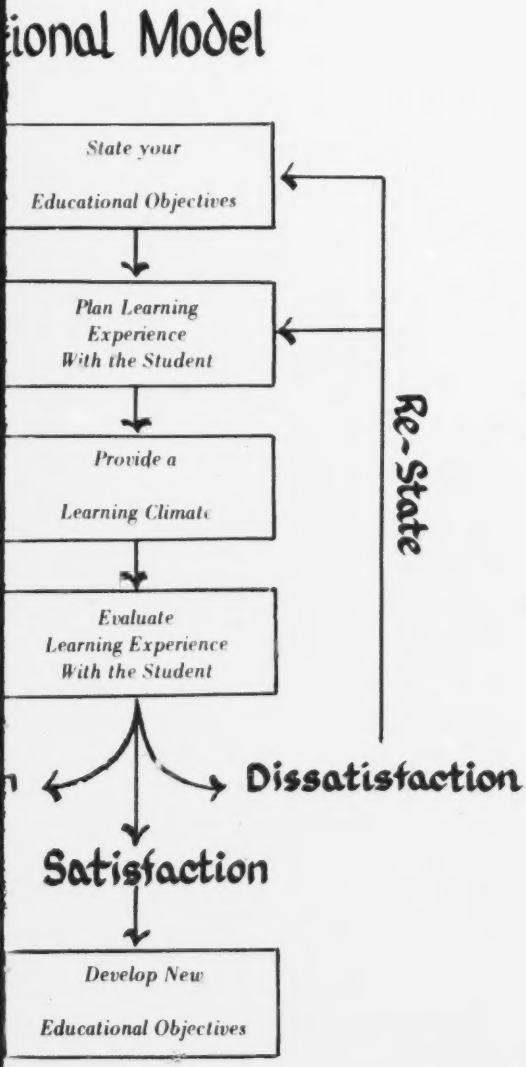
An Instructional Model



and "reach"

Lest we become too concerned by the goals, it is important to remember that t affective characteristics such as appreciation, enjoyment less important. The dimensions penetrate deeply into the recesses of the in A spark of interest in art kindled in the sma years and break forth in a flaming outward life.

Affective goals are important and wor they must be written into educational object not be the soundest form of evaluation, te they "reach" their students. This too is par -- "I know it because I feel it is so!"



and "reach"

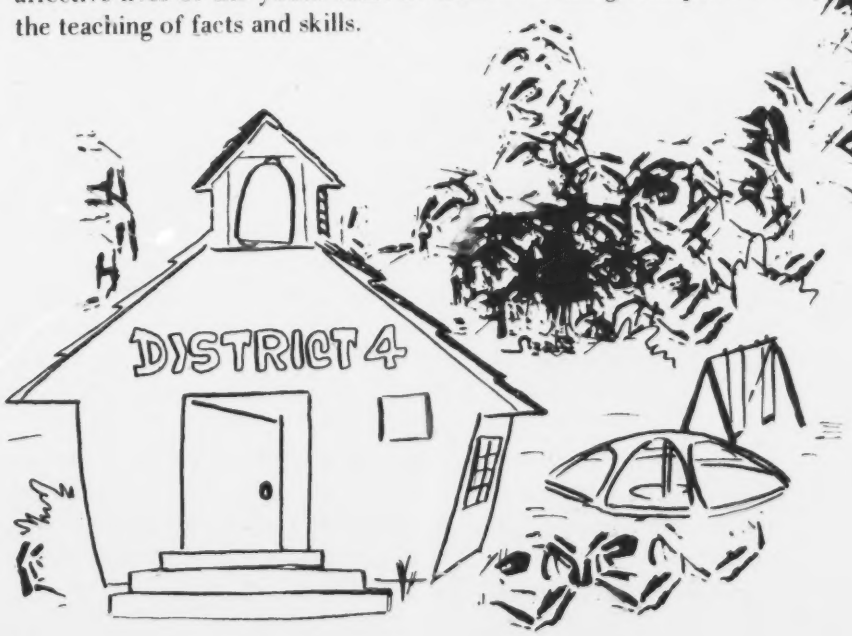
Lest we become too concerned by the lack of clear behavioral goals, it is important to remember that this does not make the affective characteristics such as appreciation, interest, awareness, and enjoyment less important. The dimensions of the affective domain penetrate deeply into the recesses of the individual's emotional self. A spark of interest in art kindled in the small child may smolder for years and break forth in a flaming outward expression in his adult life.

Affective goals are important and worthwhile. For this reason they must be written into educational objectives. Even though it may not be the soundest form of evaluation, teachers often know when they "reach" their students. This too is part of the affective domain -- "I know it because I feel it is so!"

What is the role of the school?

In addition to providing the student with cognitive learning and developing psychomotor skills, the school is obligated to provide children and youth with opportunities to develop their affective characteristics -- their feelings, their attitudes, their values.

Goals, curriculum and methods should be centered around the belief that each youth has unique worth. The role of the school is to teach children, not subjects. Factors influencing the emotional or affective lives of the youth must be treated as being as important as the teaching of facts and skills.



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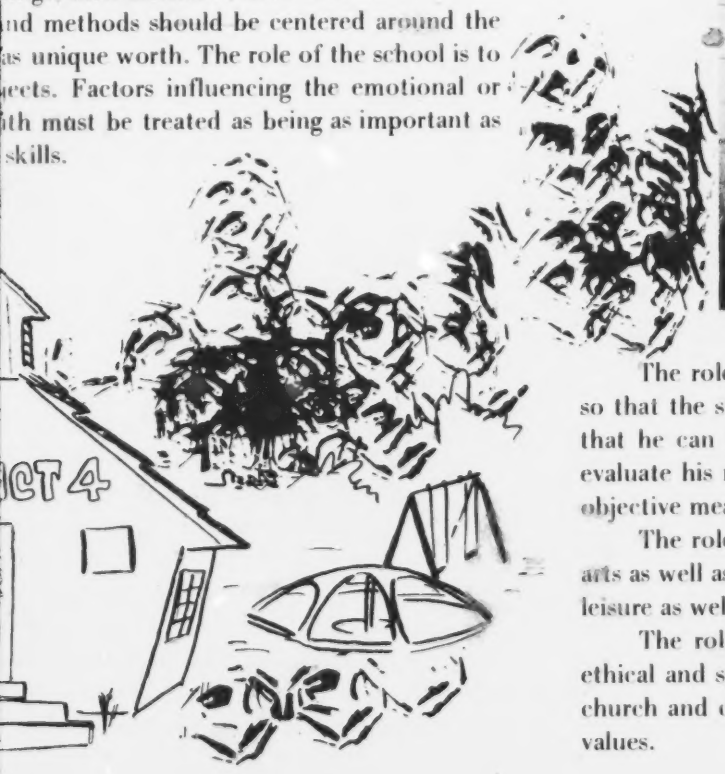

The role of the school is to make the school's program relevant so that the student can *internalize* its spirit as well as its content, so that he can find *intrinsic* values in his heritage, and so that he can evaluate his membership in the society by some *subjective* as well as objective measures.

The role of the school is to provide enriching experience in the arts as well as in the sciences. It must prepare its youth for a world of leisure as well as a world of work.

The role of the school extends to the delicate areas of moral, ethical and spiritual concerns. It must supplement the home, family, church and community in the transmission of desirable attitudes and values.

So... IF YOU WANT OUR CHILDREN
YOUTH TO BE COMMITTED TO

~FREEDOM
~DEMOCRACY
~CONSERVATION OF RESOURCES
~HEALTHY LIVING
~LAW AND ORDER

...THE FIRST STEP IS

AWARENESS!

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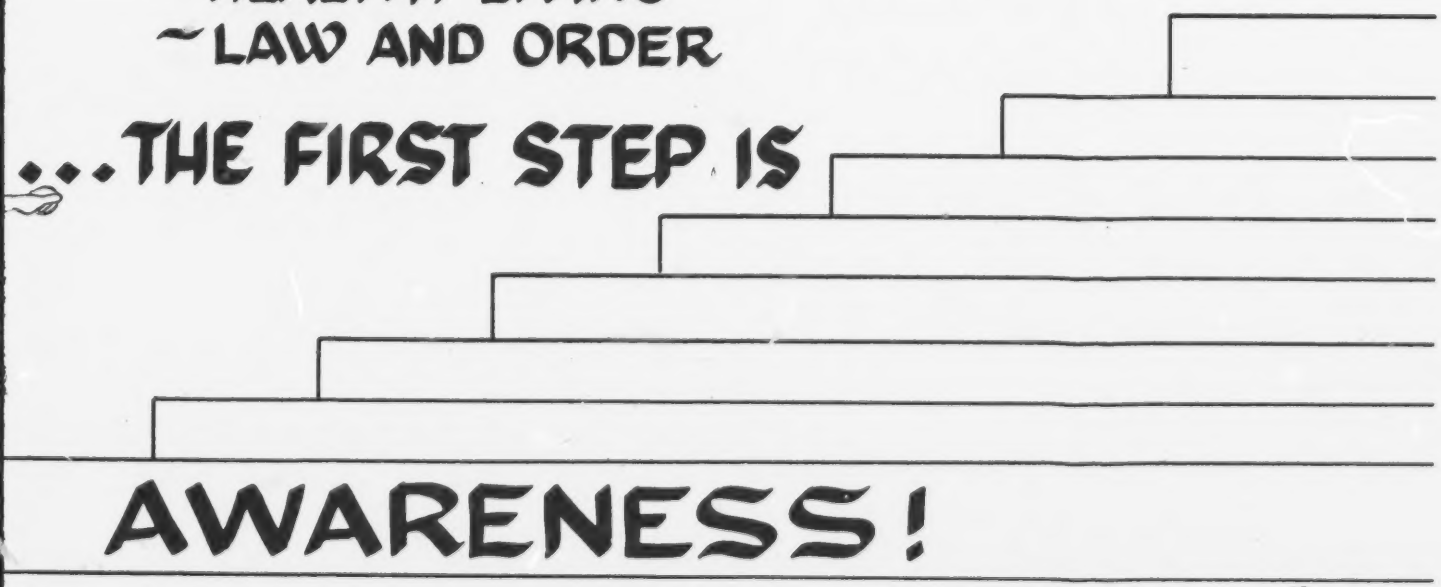

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